



**STUDENT ENROLLMENTS AND COMPLETIONS
IN THE
ILLINOIS COMMUNITY COLLEGE SYSTEM**

FISCAL YEAR 2019

February 2020

**Student Enrollments & Completions
Fiscal Year 2019**

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TABLE OF CONTENTS

Introduction.....	5
Highlights of Fiscal Year 2019 Annual Report	7
<i>Student Enrollments</i>	7
<i>Student Completions</i>	9
Overall Fiscal Year 2019 Student Enrollments.....	11
Fiscal Year 2019 Student Credit Enrollments	13
<i>Student Credit Enrollment by Community College</i>	13
<i>Male/Female Distribution</i>	13
<i>Ethnic Origin</i>	14
<i>Student Age</i>	14
<i>Summary of Enrollments by Instructional Program Area</i>	15
Instructional Program Enrollments by Gender.....	16
Instructional Program Enrollments by Racial/Ethnic Origin.....	16
Instructional Program Enrollments by Age.....	17
Largest Career and Technical Education Programs	18
Instructional Program Enrollments by Intent.....	18
Instructional Program Enrollments by Degree Objective	19
<i>Enrollment Hours by Term and Type of Attendance</i>	19
<i>Highest Degree Earned by Students Prior to Attending Community College</i>	20
<i>Attempted vs. Earned Credit Hours</i>	20
<i>Accumulated College-Level Credit Hours</i>	21
<i>Grade Point Averages</i>	21
<i>Developmental Enrollment</i>	21
Fiscal Year 2019 Student Noncredit Course Enrollment	23
<i>Student Noncredit Course Enrollment by Community College</i>	23
<i>Characteristics of Noncredit Students</i>	24
Noncredit Student Gender.....	25
Noncredit Student Ethnic Origin.....	25
Noncredit Student Age.....	25

**Student Enrollments & Completions
Fiscal Year 2019**

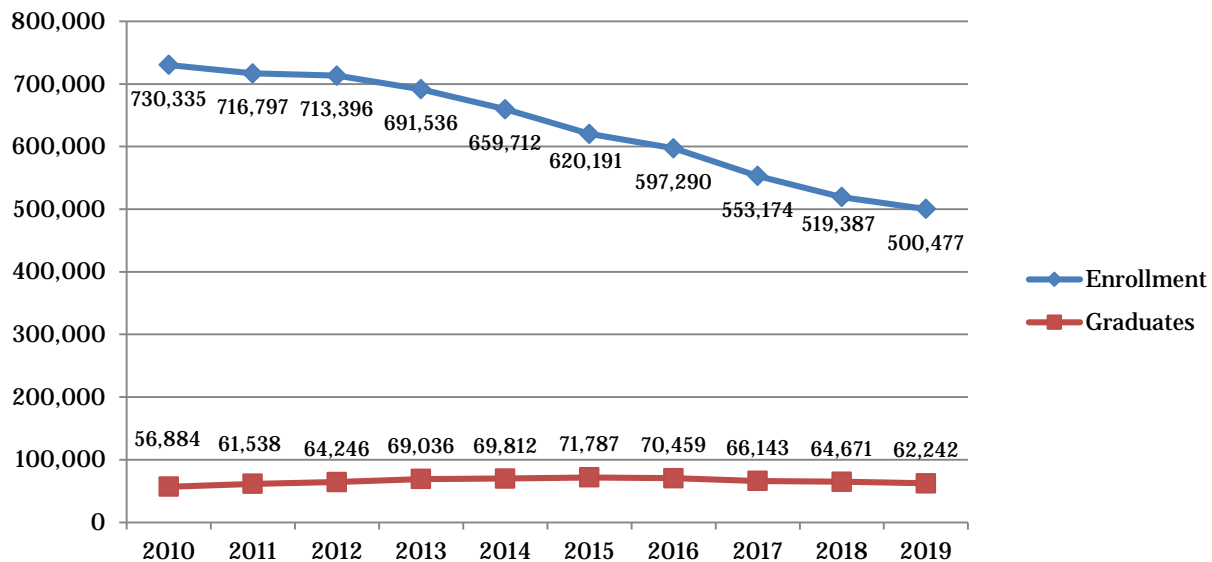
<i>Noncredit Category of Activity (Duplicated)</i>	26
<i>Largest Noncredit Offerings (Duplicated)</i>	27
<i>Noncredit Term of Attendance (Duplicated)</i>	28
<i>Noncredit Enrollment Distribution by Site/Location (Duplicated)</i>	28
Fiscal Year 2019 Completions	30
<i>Degrees and Certificates Awarded by Community College</i>	30
<i>Degrees and Certificates Awarded by Program Categories</i>	30
<i>Summary of Graduates by Degree Categories</i>	31
Gender of Graduates by Degree Category.....	31
Racial Ethnic Origin of Graduates by Degree Category.....	32
Age of Graduates by Degree Category	32
Intent of Graduates by Degree Category	33
Degree Objective of Graduates by Degree Category.....	33
Closing Comments	34
Bibliography	35
Appendix A: Credit Enrollment Data Tables	36
Appendix B: Noncredit Enrollment Data Tables	58
Appendix C: Completions Data Tables	70

INTRODUCTION

The Illinois Community College System meets both local and statewide needs for education and workforce development by providing high-quality, accessible, cost-effective educational opportunities, programs, and services for a diverse student population. The system provides traditional and non-traditional students with smooth transitions into and across higher education and training for in-demand occupations with economic value. Community colleges create an educated and skilled workforce by increasing credential attainment, building quality career pathways, closing the skills gap, and addressing the future needs of the workforce.

With 62,242 earned collegiate-level degrees and certificates, fiscal year 2019 had the eighth highest annual number of graduates ever recorded for the Illinois Community College System. As illustrated in Figure 1, the annual Illinois Community College System number of program graduates increased nearly ten percent from fiscal year 2010 to 2019. During the same timeframe, enrollments decreased by nearly 32 percent statewide.

Figure 1. Illinois Community College System Credit Enrollments and Graduates, FY 2010-2019



Under the authority of the P-20 Longitudinal Education Data System Act (105 ILCS 13/1 et seq.) (the “LDS Act”), ICCB is the State Education Authority responsible for collecting and maintaining enrollment, completion, and student characteristic information on community college students. The data within the Annual Enrollment and Completion Report derive from ICCB’s Centralized Data System. Illinois Community Colleges submit

**Student Enrollments & Completions
Fiscal Year 2019**

Annual Enrollment (A1) microdata for individuals who are officially enrolled at the college in credit coursework at any time during the specified fiscal year. Beginning in fiscal year 2014, the Annual Completions (A2) submission is the microdata source of student completions. This year's Annual Enrollment and Completion Report is based on fiscal year 2019 enrollments and completions. Comparative information is supplied from four previous fiscal years (2015-2018). Detailed tables comparing fiscal year 2018 and fiscal year 2019 credit headcount, full-time equivalent (FTE) enrollments, and graduates by college are included. FTE enrollments in this report are based on all credit hours attempted. Thirty credit hours equal one FTE.

Also included in the Annual Enrollment and Completion Report is information about noncredit offerings for the current year (2019) and the four previous fiscal years (2015-2018). Noncredit courses provide another delivery method of education, training, and public service by community colleges to the communities they serve. Since fiscal year 1999, the Illinois community colleges have submitted Noncredit Enrollment (N1) annual microdata for students containing demographic and course information on the wide range of noncredit instruction.

HIGHLIGHTS OF FISCAL YEAR 2019 ANNUAL REPORT

Student Enrollments

- The Illinois Community College System served 664,973 students in credit and noncredit courses during fiscal year 2019. Overall combined enrollments decreased compared to last year (-3.5 percent, N = -24,316).
- Credit-generating students accounted for 75.3 percent of the overall fiscal year 2019 headcount.
- During fiscal year 2019, the 48 public community colleges in Illinois enrolled 500,477 students in instructional credit courses. This is lower than the previous year (519,387). The full-time equivalent (FTE) enrollment was 192,209, a decrease of 3.5 percent since fiscal year 2018.
- Statewide, 17,758 of 664,973 total students enrolled in both credit and noncredit courses during fiscal year 2019 (A1 and N1). While there is some overlap, these data suggest that credit and noncredit courses are meeting largely different student and community needs.
- Females comprised 54.0 percent of the fiscal year 2019 student population enrolled in credit-generating programs.
- Minority (non-white) students accounted for four in ten (46.7 percent) of the credit students enrolled. African American student representation decreased (4.4 percent) and accounted for 13.4 percent of all credit students. Latino student representation increased (0.6 percent) and accounted for 24.5 percent of all credit students. Asian (5.1 percent) and Nonresident Alien (0.9 percent) student representation decreased from the previous year, while Two or More Races (2.6 percent) student representation increased.
- The median age of credit-generating students was 22.7 during fiscal year 2019, a slight decrease from the previous year. The average age also decreased from the previous year to 27.9 years in fiscal year 2019.
- Transfer remained the largest credit instructional program area enrolling 51.0 percent of fiscal year 2019 Illinois Community College System students. Enrollments in Transfer programs decreased 3.8 percent compared to the previous year.
- Statewide, Career and Technical Education credit program enrollments accounted for more than one-quarter of all credit students (25.6 percent). Enrollments in Career and Technical Education programs decreased 2.3 percent from last year.

**Student Enrollments & Completions
Fiscal Year 2019**

- Students enrolled in Adult Education courses in community colleges comprised 10.3 percent of the credit-generating students. Enrollments in Adult Education decreased by 9.2 percent versus fiscal year 2018.
- Of the students in Adult Education, approximately 57.7 percent were enrolled in English as a Second Language (ESL) courses.
- Although 51.0 percent of the fiscal year 2019 credit student population was enrolled in the Transfer area, only 36.9 percent of all students indicated intent to transfer.
- One-half (46.9 percent) of the fiscal year 2019 credit students enrolled in the colleges indicated that they were not pursuing a degree, but attending to complete one or several courses. Participation in college to take courses instead of pursuing a degree or certificate remained similar compared to the previous year.
- More than two out of three credit students attended on a part-time basis during both the fall (67.8 percent) and spring (72.1 percent) semesters in fiscal year 2019.
- Twenty-one percent of the credit-generating students are known to already have earned some type of college certificate or degree. This includes 24,624 who earned a bachelor's degree or higher.
- Illinois community college students were enrolled in 5,766,261 credit hours throughout fiscal year 2019 and earned 79.5 percent of those hours.
- Accumulated credit hours were available for 80.1 percent of the fiscal year 2019 student population. Just over one-third of them (38.2 percent) attained sophomore-level status by accumulating 30 or more college-level hours.
- Cumulative grade point average data was reported for 78.1 percent of the fiscal year 2019 students. One-half (49.9 percent) held an A-B average.
- In fiscal year 2019, Illinois community college students earned 67.3 percent of the developmental credits they attempted. This percentage is down from 67.5 percent in fiscal year 2018.
- In fiscal year 2019, one in seven (14.3 percent) Illinois community college students (not enrolled in ABE/ASE/ESL, Vocational Skills, and General Studies) were enrolled in at least one developmental course—a decrease from fiscal year 2018.
- Fiscal year 2019 unduplicated noncredit headcount decreased 3.2 percent over last year to 164,496 students. The duplicated headcount or “seatcount” was 2.1 percent lower than the previous year.
- Statewide, 19,236 noncredit course sections were conducted during fiscal year 2019.

**Student Enrollments & Completions
Fiscal Year 2019**

- Female students accounted for 54.8 percent of 2019 noncredit enrollments for which gender data were reported.
- Minority students accounted for one-fourth (25.3 percent) of the individuals enrolled in noncredit courses who supplied racial/ethnic data.
- The median age of noncredit students was 37.4 during fiscal year 2019. The average age was 40.3 years.
- Just under one-half (46.3 percent) of the noncredit students was 40 years of age or above among the individuals who supplied this information.
- Sixty-three percent of the noncredit offerings (duplicated) were in the Personal and Social Development category of activity. More than one-fifth of the noncredit coursework was dedicated to developing workplace skills: Professional/Vocational (15.2 percent) and Business and Industry Contractual training (6.4 percent).
- Across all categories of activity, eight broad course enrollments (two-digit CIP) had over 5,000 noncredit students enrolled. These eight areas accounted for more than two-thirds of the students enrolled in noncredit courses with CIP data (68.7 percent). Approximately four out of ten enrollments in these large CIPs were in work-related courses: Business Management (10.3 percent), Education (8.1 percent), Transportation (7.0 percent), Health Professions (6.2 percent), and Security and Protective Services (4.8 percent).
- Noncredit enrollments by term were 39.8 percent in Spring, 33.9 percent in Fall, and 26.3 percent in Summer in fiscal year 2019.
- Over one-half of the 2019 noncredit courses were held on main college campuses (60.3 percent).

Student Completions

- A total of 62,242 collegiate-level degrees and certificates were awarded to Illinois community college students in fiscal year 2019.
- Despite decreasing from last year, the number of community college completions in fiscal year 2019 is the eighth highest count ever reported.
- The number of degrees and certificates awarded decreased 3.8 percent from fiscal year 2018 (-2,429 completers). Taking a longer view—compared to fiscal year 2014—the total number of fiscal year 2019 completions decreased 13.3 percent.

**Student Enrollments & Completions
Fiscal Year 2019**

- Career and Technical Education accounted for the largest number of graduates (N = 39,143) in fiscal year 2019. Nearly two-thirds of the earned degrees and certificates were in Career and Technical Education programs during fiscal year 2019 (62.9 percent). Career completions decreased 4.3 percent from last year.
- Transfer degrees accounted for the second largest group of completers in fiscal year 2019 (N = 20,218). Three out of every ten graduates earned Transfer degrees (32.5 percent). The number of Transfer degrees decreased 2.1 percent (-430) from last year. Two percent of the Transfer degrees awarded were the General Education Core Curriculum Credential.
- Twenty-six percent of the Career and Technical Education awards in fiscal year 2019 were AAS degrees.
- Females accounted for 53.4 percent of all 2019 completions.
- Career and Technical Education Certificates of Less Than One Year accounted for the largest number of male (N = 12,022) and female (N = 10,685) completers of a specific degree or certificate.
- Although small in number, the Associate in Engineering Science (N = 303) had the highest proportion of male graduates (86.1 percent, N = 261).
- Minority students earned 38.4 percent of the collegiate-level degrees and certificates awarded in the Illinois Community College System during fiscal year 2019. Latino students earned 19.6 percent, African American students earned 11.2 percent, and Asian students earned 4.2 percent of all degrees and certificates.
- Minorities accounted for 41.0 percent of total Transfer degree recipients.
- Nearly twice as many minority graduates completed Career and Technical Education degrees and certificates (N = 14,289) compared to Transfer degrees (N = 8,280).
- Among the largest minority groups, Latino students completed 5,230 more collegiate-level awards than African American students.
- Twenty-two percent of the students who were awarded degrees and certificates during fiscal year 2019 were less than 21 years of age. The other age groups with the largest percentages of graduates were 21 to 24 (34.4 percent), 25 to 30 (18.7 percent), 31 to 39 years of age (13.1 percent), and 40 to 55 years of age (10.0 percent).
- Seven out of ten Transfer degree completers in 2019 indicated intent to transfer to a four-year institution.
- Approximately 14.9 percent of fiscal year 2019 Associate in Applied Science degree graduates indicated goals to complete some courses or finish a certificate.

OVERALL FISCAL YEAR 2019 STUDENT ENROLLMENTS

The Illinois Community College System had 664,973 students in credit and noncredit courses during fiscal year 2019. Overall combined enrollments decreased compared to last year (-3.5 percent, N = -24,316).

Table 1 provides a summary comparison of fiscal year 2015 through fiscal year 2019 credit and noncredit unduplicated enrollments. Total enrollments reflect those students who may be concurrently enrolled in credit-generating and noncredit courses during the fiscal year.

Table 1
**SUMMARY COMPARISON OF ANNUAL ENROLLMENTS
IN ILLINOIS PUBLIC COMMUNITY COLLEGES
FISCAL YEARS 2015-2019**

Unduplicated Headcount	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Credit	620,191	597,290	553,174	519,387	500,477
<i>% Change</i>	<i>-6.0%</i>	<i>-3.7%</i>	<i>-7.4%</i>	<i>-6.1%</i>	<i>-3.6%</i>
Noncredit	182,375	178,103	167,958	169,902	164,496
<i>% Change</i>	<i>-5.9%</i>	<i>-2.3%</i>	<i>-5.7%</i>	<i>1.2%</i>	<i>-3.2%</i>
Total*	802,566	775,393	721,132	689,289	664,973
<i>% Change</i>	<i>-6.0%</i>	<i>-3.4%</i>	<i>-7.0%</i>	<i>-4.4%</i>	<i>-3.5%</i>

*Individuals may be concurrently enrolled in credit and noncredit courses

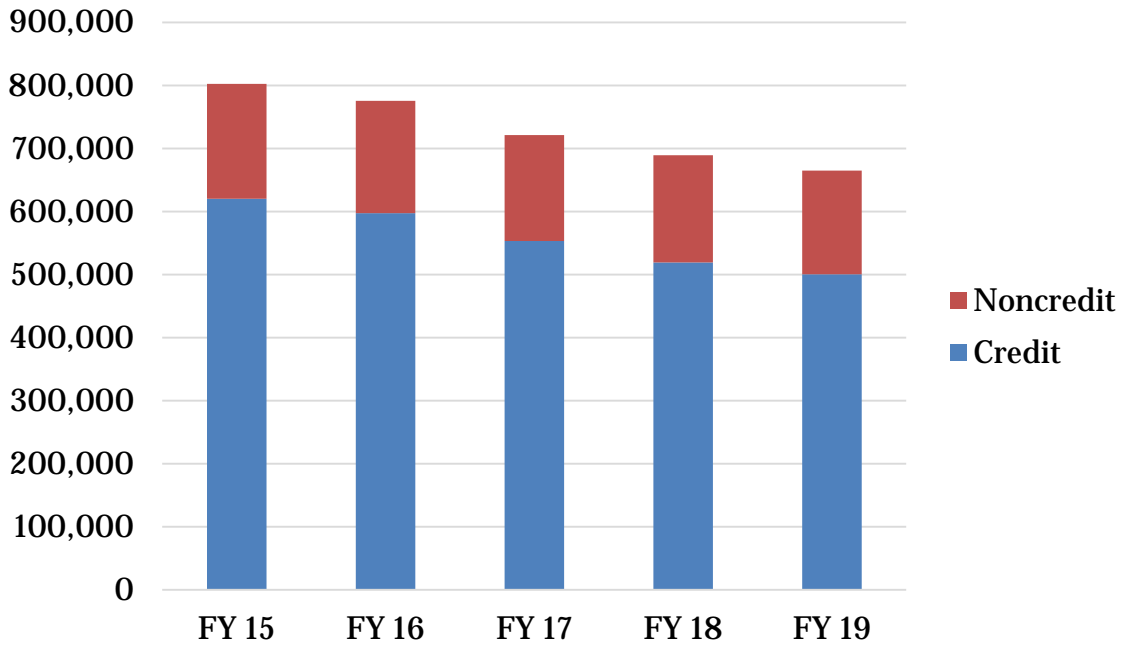
SOURCES OF DATA: ICCB Centralized Data System—Annual Enrollment (A1) Records and Annual Noncredit Course Enrollment (N1) Records

Detailed comparisons of fiscal year 2015 through fiscal year 2019 unduplicated credit and noncredit headcount enrollments for each community college are provided in Appendix tables A-1 and B-1, respectively.

As depicted in Figure 2, credit-generating students account for 75.3 percent of the overall fiscal year 2019 headcount. Enrollments had been growing in recent years through fiscal year 2010, but have decreased each year since then. Fiscal year 2019 credit-generating enrollments and noncredit enrollments are the lowest of the most recent 5 years.

Student Enrollments & Completions
Fiscal Year 2019

Figure 2. Overall Annual Enrollments, FY 2015-2019



Statewide, 17,758 of 664,973 total enrolled in both credit and noncredit courses during fiscal year 2019 (A1 and N1). While there is some minimal overlap (2.7 percent), credit and noncredit courses are meeting largely different student and community needs.

FISCAL YEAR 2019 STUDENT CREDIT ENROLLMENTS

Student Credit Enrollment by Community College

Annual credit enrollment for fiscal year 2019 was 500,477, and full-time equivalent (FTE) students totaled 192,209. Table 2 contains comparative enrollment data for the last five years. Fiscal year 2019 saw a decrease of 3.6 percent in credit headcount enrollment from the previous year. Fiscal year 2019 FTE enrollment decreased by about 3.5 percent compared to last year. Compared to five years ago, fiscal year 2019 credit headcount enrollments decreased by 19.3 percent. FTE enrollments have decreased 16.8 percent since 2015. Historically, for the third straight year credit headcount enrollments in fiscal year 2019 were at the lowest level since annual headcount enrollments were collected beginning in 1979 (N = 562,213).

Table 2
**COMPARISON OF ANNUAL CREDIT ENROLLMENTS
IN ILLINOIS PUBLIC COMMUNITY COLLEGES
FISCAL YEARS 2015-2019**

	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Headcount	620,191	597,290	553,174	519,387	500,477
<i>% Change</i>	-6.0%	-3.7%	-7.4%	-6.1%	-3.6%
FTE	230,964	219,015	207,498	199,266	192,209
<i>% Change</i>	-5.7%	-5.2%	-5.3%	-4.0%	-3.5%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment (A1) Records

Table A-1 in the Appendix provides a comparison of fiscal year 2015 through fiscal year 2019 headcount enrollments for each community college. Among Illinois' 48 community colleges, only six colleges reported increases in headcount while 39 exhibited decreases compared to fiscal year 2018. Three colleges experienced little or no change (1.0 percent or less) during fiscal year 2019. Table A-2 contains a comparison of full-time equivalent (FTE) enrollments for fiscal years 2015 through 2019. FTE calculations convert the substantial part-time enrollment into the number of students there would be if everyone attended on a full-time basis. Over the last year, seven colleges experienced increases in FTE, 38 reported decreases, and three colleges experienced little or no FTE change versus fiscal year 2018.

Male/Female Distribution

The male/female distribution of credit students typically fluctuates little from year to year with female students consistently constituting a slight majority. Females comprised 54.0

percent of the student population in fiscal year 2019. The percentage of male students has averaged 46.6 percent over the past five years (see Table A-3).

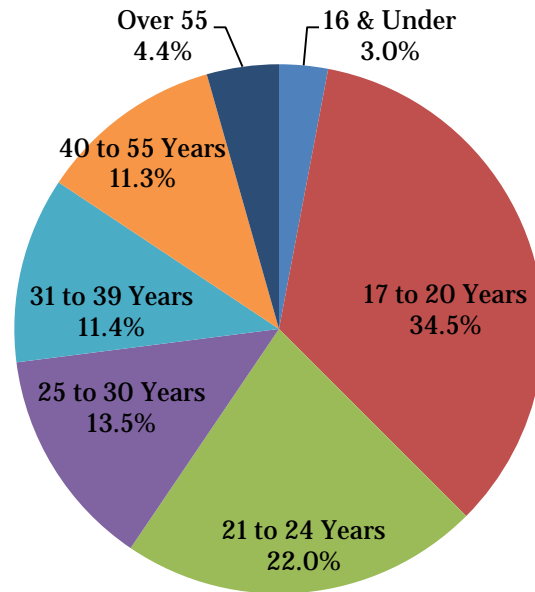
Ethnic Origin

In fiscal year 2019, four in ten (46.7 percent) of those participating in credit coursework in community colleges were minority (non-white) students (among those whose ethnicity was known). Race/ethnicity classifications are aligned with U.S. Department of Education collection and reporting standards. The number of minority students decreased 0.9 percent from fiscal year 2018 to fiscal year 2019, while the proportion of minority students increased slightly from 45.4 percent last year to 46.7 percent in fiscal year 2019. During the past five years, students from minority groups comprised an average of four in ten (44.2 percent) of the student population. Latino students (now numbering 117,542) became the largest minority group in 2000, but became the second largest minority group in fiscal year 2012 behind African American students (now numbering 64,178). In fiscal years 2015 through 2019, Latino students were again the largest minority group. Compared to last year, a decrease was noted in credit headcount enrollments among African American students, but a slight increase among Latino students. In fiscal year 2019, the number of Latino credit students enrolled increased by 0.6 percent, and the number of African American students enrolled in Illinois community college credit courses decreased by 4.4 percent (see Table A-4).

Student Age

In fiscal year 2019, the average age of Illinois community college students in credit courses was 27.9 years which is a decrease from fiscal year 2018 (28.2 years). The median age was 22.7 years which is also lower than last year (23.0 years). Available age data are depicted in Figure 3. The largest proportion of students—one-third (34.5 percent)—was ages 17 through 20, an increase of 0.2 percent over fiscal year 2018. The second largest proportion of students—just over one-fifth (22.0 percent)—was ages 21 through 24, a decrease of 6.3 percent over fiscal year 2018. The third largest proportion of students (13.5 percent) was 25 through 30 years of age, a decrease of 6.1 percent over fiscal year 2018. During fiscal year 2019, 11.4 percent of students was age 31 through 39, 11.3 percent was age 40 through 55, and 4.4 percent of students was over 55. Always the smallest in size, the 16 and under age group represented only 3.0 percent of the student population but increased 15.6 percent in fiscal year 2019. Dual credit and dual enrollment arrangements where high achieving high school students are allowed to enroll in college-level courses are contributing to enrollment among the younger student populations (see Table A-5).

Figure 3. Age Distribution of Credit Students, FY 2019



Summary of Enrollments by Instructional Program Area

Short-term, fiscal year 2019 enrollment decreased in all of the instructional program areas except General Associate, which increased 2.4 percent from fiscal year 2018. Decreases ranged from 2.1 percent in Vocational Skills to 28.4 percent in General Studies Certificate. Career and Technical Education (-2.3 percent), Transfer (-3.8 percent), and Adult Education [Adult Basic Education (ABE) and Adult Secondary Education (ASE)] and English as a Second Language (-9.2 percent) all decreased from fiscal year 2018. Longer term, between fiscal years 2015 and 2019, decreases were seen in all of the instructional program areas—General Associate, Vocational Skills, Transfer, Career and Technical Education, General Studies Certificate, and Adult Education including English as a Second Language (ESL).

Transfer was the largest instructional program offered in the Illinois Community College System accounting for five out every ten credit students. This program is designed to provide individuals with the equivalent of the initial two years of a bachelor's degree. Statewide, enrollment in this program area has decreased over the past year (-3.8 percent) and was down 10.1 percent between fiscal years 2015 and 2019.

Career and Technical Education programs were the second largest credit program in the Illinois Community College System accounting for over one-quarter of all credit enrollments. Career and Technical Education enrollments decreased 2.3 percent compared to last year and were down 21.5 percent since 2015. Between fiscal years 2015 and 2019, enrollment in **General Studies Certificates** programs decreased by 49.2 percent, enrollment in **Vocational Skills** programs decreased by 41.3 percent, and

enrollment in **General Associate Degree** programs decreased by 26.5 percent, (see Table A-6a).

Students enrolled in community college **Adult Education** (ABE, ASE, and ESL) courses comprised 10.3 percent of the credit generating students in fiscal year 2019. Hence, about one out of ten community college students was enrolled in Adult Education skills building coursework. Statewide, there was a 9.2 percent decrease in Adult Education enrollments over the previous year, and community college Adult Education enrollments were down 27.2 percent since fiscal year 2015. In fiscal year 2019, 57.7 percent of the students in Adult Education was enrolled in English as a Second Language (ESL) courses.

The City Colleges of Chicago accounted for over one-third (40.5 percent) of statewide community college Adult Education enrollments in fiscal year 2019. Adult Education enrollment at the City Colleges of Chicago decreased 12.1 percent over last year compared to the decrease in overall enrollment of 3.7 percent at the City Colleges of Chicago. Excluding the City Colleges of Chicago, there was a 7.0 percent decrease in Adult Education enrollment in fiscal year 2019 compared to last year (see Table A-6a and A-6b).

Longer term, excluding the City Colleges of Chicago, the rest of the system experienced an overall decrease in enrollments (-18.6 percent) between 2015 and 2019. Looking back across five years, analysis of instructional program area information and excluding City Colleges of Chicago data showed mostly similar declines for the rest of the system. The small General Studies Certificate programs recorded a 43.4 percent decline excluding the City Colleges of Chicago. General Associate programs were down only 11.4 percent excluding City Colleges of Chicago. Decreases were also exhibited in Transfer (-11.8 percent), Career and Technical Education (-19.3 percent), and Vocational Skills (-41.3 percent) program enrollments between fiscal years 2015 and 2019 without the City Colleges. Long-term results in Adult Education were down significantly across the rest of the system (-26.4 percent) (see Table A-6b).

Instructional Program Enrollments by Gender

During fiscal year 2019, females outnumbered males in nearly all instructional areas; only Career and Technical Education (53.2 percent) and Vocational Skills (51.0 percent) programs contained a higher proportion of male students. The highest proportion of female students was enrolled in General Associate degree programs (65.4 percent), followed by English as a Second Language programs (64.7 percent) and General Studies Certificate programs (60.0 percent). Adult Education (ABE and ASE) programs consisted of 56.8 percent female students, while 55.4 percent of those enrolled in Transfer programs were female (see Table A-7).

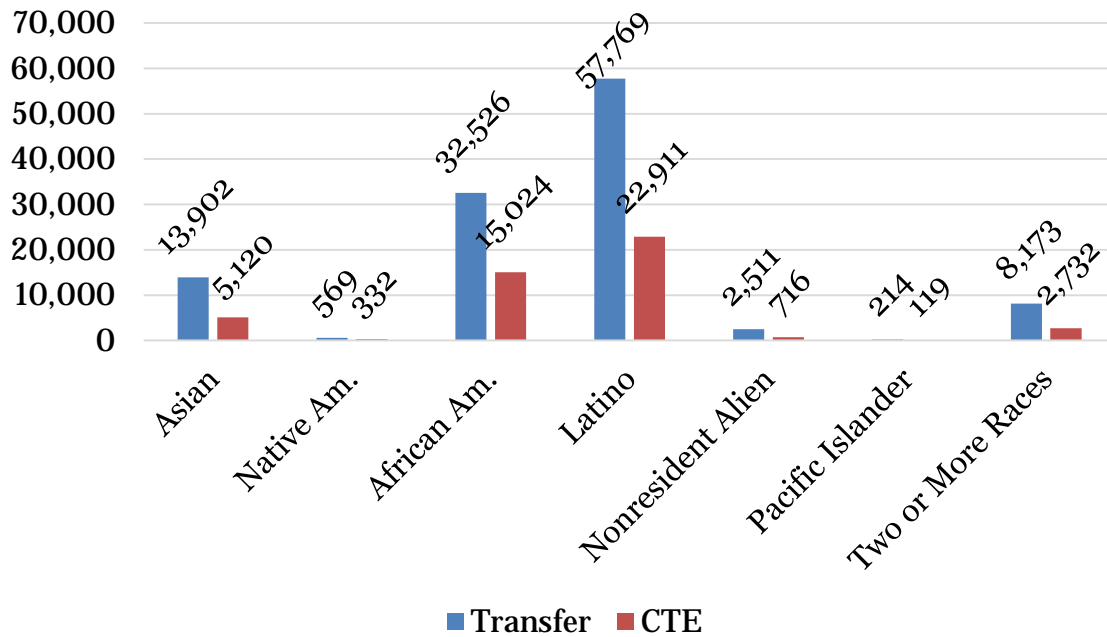
Instructional Program Enrollments by Racial/Ethnic Origin

Figure 4 illustrates the distribution of minorities in the two largest program areas, Transfer and Career and Technical Education. An examination of each racial/ethnic group's representation across program areas in fiscal year 2019 indicated that the largest

**Student Enrollments & Completions
Fiscal Year 2019**

percentage of students in each racial/ethnic group was enrolled in Transfer programs: Two or More Races (66.5 percent), Nonresident Alien (60.8 percent), Asian (56.9 percent), White (51.4 percent), African American (50.7 percent), Native American (50.3 percent), Latino (49.1 percent), and Pacific Islander (46.1 percent). Latino students were enrolled in a larger proportion of Transfer (49.1 percent) than English as a Second Language (15.7 percent) programs. Overall, minority students (nonwhite including unknown) were least represented in the General Studies Certificate (22.7 percent), Vocational Skills (26.8 percent), Career and Technical Education (41.0 percent), and Transfer (48.4 percent) areas (see Table A-8).

Figure 4. Minority Enrollments in Transfer and Career and Technical Education Programs, FY 2019



Instructional Program Enrollments by Age

During fiscal year 2019, more than one-half of community college credit students was under 25 years of age (59.4 percent). Two-thirds of the students under 25 enrolled in Transfer programs (66.8 percent). One out of every four (24.8 percent) credit students was between 25 and 39 years of age. Two program areas account for the largest portion of students between 25 and 39 years of age: Transfer (33.8 percent) and Career and Technical Education (32.9 percent). Overall, about one in six Illinois community college credit students was at least 40 years of age (15.6 percent). Among students 40 years of age and above, most were primarily enrolled in workforce related courses (53.7 percent) which includes Career and Technical Education (31.4 percent) and short-term intensive Vocational Skills (22.3 percent) courses. Nearly one in five students aged 40 and above was pursuing a transfer program (18.4 percent) (see Table A-9).

Largest Career and Technical Education Programs

The largest Career and Technical Education curricula in fiscal year 2019 included Engineering Technologies; Associate Degree in Nursing; Business, Management, Marketing, and Related Supportive Services, Other; Business Administration and Management; Nursing Assistant/Aide and Patient Care Assistant/Aide; Criminal Justice Technology; and Child Care Provider/Assistant. Four of these programs increased in enrollment, while three had decreases in enrollment compared to the previous year. Engineering Technologies was again the largest program in fiscal year 2019, with 15,467 enrollments, an increase of 0.3 percent (+50 students) from fiscal year 2018. With 10,660 students in fiscal year 2019, Associate Degree Nursing/Registered Nursing (ADN/RN) was still the second largest program, and enrollment decreased by 6.8 percent (-779 students) over last year. ADN/RN program enrollments represent individuals who are pursuing the program but are not limited to individuals who have been formally admitted to the program. The third largest program (Business, Management, Marketing, and Related Supportive Services, Other) saw a 3.1 percent decrease over the previous year (-301 students). Business Administration and Management increased 2.7 percent (+114 students) and was the fourth largest program in fiscal year 2019. Nursing Assistant increased 1.4 percent (+55 students), Criminal Justice increased 0.5 percent (+18 students), and Child Care Provider/Assistant decreased 4.3 percent (-153 students) in fiscal year 2019 (see Table A-10).

Instructional Program Enrollments by Intent

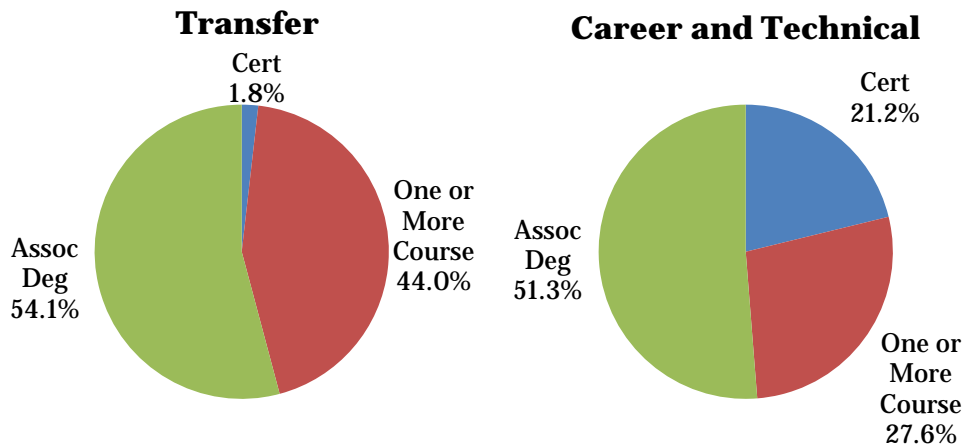
Intent data provide the primary goals that students plan to achieve as a result of their studies. Initial intent data are self-reported by students when they first enroll at the college. College staff is asked to require each student to update goal information each semester and provide a current intent, as well as to retain the student's original entry intent. Three out of ten students reported a workforce goal, which includes preparing for a job immediately after community college program completion (18.3 percent) and improving skills for a current position (12.0 percent). Slightly more students reported a goal of preparing for transfer to a four-year institution (36.9 percent). High school equivalency preparation was the goal for 9.4 percent of the students.

In an examination of student intent by program area, over one-half of the students in Adult Education (ABE and ASE), English as a Second Language, Career and Technical Education, Transfer and Vocational Skills programs reported the goal that is most often associated with a given major. At least three-quarters of the ABE/ASE and ESL students listed a desire to remedy basic skills deficiencies or to prepare for the high school equivalency test as their reason for enrolling in these programs. Fifty-eight percent of students in Career and Technical Education programs enrolled with the intent of preparing for a job after community college or improving their job skills for their current position. Fifty-seven percent of the students enrolled in Transfer programs indicated the intent to transfer to a four-year institution. Sixty-nine percent of the Vocational students enrolled with the intent of preparing for a job after community college or improving job skills for their present position (see Table A-11).

Instructional Program Enrollments by Degree Objective

Degree objective data are also self-reported and are designed to assist colleges in classifying students by curriculum or course enrollee category. The objectives convey the students’ expected outcomes from attending the community college. In fiscal year 2019, 46.9 percent of all students indicated that they were enrolling with no intention of pursuing a degree—only to complete one or several courses. Figure 5 contains information on degree objective for the two largest community college programs. Transfer students were split between degree-seekers (54.1 percent) and course takers (44.0 percent). A small contingent of students in Transfer programs indicated an interest in completing a certificate, which would entail changing to a career or general studies major. Half (51.3 percent) of the Career and Technical Education students indicated they expected to complete an Associate degree, while 27.6 percent expected to complete one or several courses. One in five planned to complete a certificate. Many Career and Technical students planned to complete an entire program, while others simply wanted to improve their current skills or obtain new skills to enter a different career. At least nine out of ten students in the following program areas planned to only complete one or several courses: Vocational Skills, English as a Second Language, ABE/ASE, and General Studies Certificate (97.0; 94.5; 93.0; and 92.4 percent, respectively) (see Table A-12).

Figure 5. Degree Objective for Transfer and Career and Technical Education, FY 2019



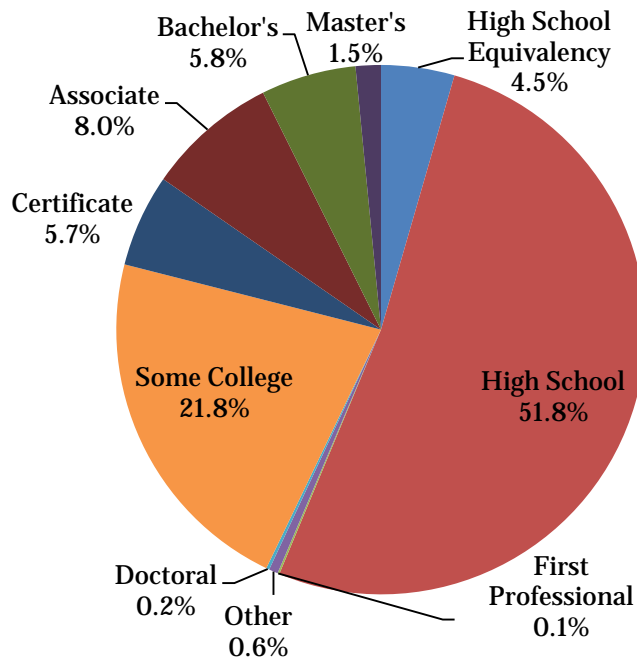
Enrollment Hours by Term and Type of Attendance

Part-time attendance is prevalent among community college students who are often simultaneously engaged with college coursework, careers, and family responsibilities. During the fall semester, two-thirds (67.8 percent) of the students attended on a part-time basis (less than 12 credit hours). The part-time proportion was slightly higher (72.1 percent) in the spring. In a pattern not typical among higher education institutions, Illinois community college enrollment during the spring semester (320,475) is usually slightly higher than in the fall (314,199). Enrollment was higher for part-time in spring (231,105) than in fall (213,026), but not for full-time (spring = 89,370 and fall = 101,173). More than nine out of ten students (91.0 percent) attended on a part-time basis during the summer term of fiscal year 2019 (less than nine credit hours) (see Table A-13).

Highest Degree Earned by Students Prior to Attending Community College

The prior earned degree data reiterate that community colleges serve diverse populations. Figure 6 illustrates the educational background of fiscal year 2019 students. Prior degree reporting was similar compared to last year with only about two-thirds of the students providing this information (adult education students would typically not possess earned degrees). Nearly six in ten students entered the community college with a high school diploma/equivalency. Twenty-one percent earned some type of postsecondary certificate or degree. About 16 percent had already earned degrees at or beyond the community college level. Twenty-two percent of the students had previously taken college coursework without completing a certificate or degree (see Table A-14).

Figure 6. Headcount Enrollment by Prior Highest Degree Earned, FY 2019



Attempted vs. Earned Credit Hours

At all colleges and universities, there are students who, for a variety of reasons, are unable or unwilling to complete the requirements for the class(es) in which they enroll. In fiscal year 2019, Illinois community college students completed over 4.5 million credit hours, which was 79.5 percent of the hours they attempted. Full-time and part-time students earned a similar percentage of the hours they attempted (see Table A-15).

Accumulated College-Level Credit Hours

Of the 400,848 students (80.1 percent) for whom data were available, nearly two-thirds (61.8 percent) accumulated less than 30 college-level hours (freshman level). About one-fifth (21.9 percent) accumulated between 30 and 59 credit hours (sophomore status), and 16.3 percent earned 60 or more credit hours (see Table A-16).

Grade Point Averages

Cumulative grade point average (GPA) data were available for 78.1 percent of the students enrolled in fiscal year 2019. Pre-college coursework does not generate GPA information. More than four out of five students had grade point averages of 2.01 or higher, which is a “C” average or above (84.9 percent). One-half of the students (49.9 percent) achieved grade point averages in the “B” to “A” range (3.01 to 4.00). One-third (35.0 percent) achieved grade point averages in the “C” to “B” range (2.01 to 3.00) (see Table A-17).

Developmental Enrollment

During fiscal year 2019, one in seven (14.3 percent) students enrolled in Illinois community colleges—not enrolled in ABE/ASE/ESL, Vocational Skills or General Studies—took at least one developmental course (59,188). This represented a decrease of 7.7 percent (-4,965) students since last year when there were 64,153 students enrolled in developmental courses. Over the most recent five-year period (2015-2019), the number of students enrolled in at least one developmental course decreased 33.6 percent (see Table A-19).

Nationally in 2015-16, 52.5 percent of first-year students at public 2-year institutions had ever enrolled in a remedial course, and 25.3 percent of these students were enrolled in remedial course(s) in fiscal year 2016. Nearly one in five were enrolled in remedial mathematics courses (18.6 percent). About one in ten was enrolled in remedial reading or writing (10.8 percent) courses ([National Center for Education Statistics](#), 2018).

The appendices provide additional information on the academic area(s) in which students enrolled in developmental coursework at Illinois community colleges for fiscal years 2015 through 2019 (see Table A-21). Generally, community college students enrolled in developmental courses required assistance in only one academic area. Most of the time, the area was Mathematics. In fiscal year 2019, nearly six out of every ten students participating in developmental coursework needed assistance in just Math (57.5 percent). Compared to last year, Math Only developmental enrollments decreased 9.7 percent. Since fiscal year 2015, there was a decrease of 35.5 percent among students with the need to take developmental Math exclusively. In fiscal year 2019, English Only comprised 15.5 percent of the population requiring developmental assistance. About 3.3 percent of the developmental course enrollments was in Reading Only. Reading difficulties are particularly problematic since they impede an individual’s ability to acquire new knowledge through written documents which is a foundational skill in every academic course. Additionally, 3.5 percent of the fiscal year 2019 students who enrolled in

developmental coursework took both English and Reading courses. Combinations of Math, English, and Reading developmental needs showed that nearly four in five (77.7 percent) community college students who enrolled in developmental courses required assistance with their Math skills—alone or in combination with other areas. From fiscal years 2018 to 2019, the proportion of students requiring help in Math—either alone or in combination with other areas—saw a slight decrease (79.3 percent last year). Long term, the proportion of students requiring Math skills enhancement—either alone or combined with other areas—also saw a slight decrease (81.8 percent in fiscal year 2015). Six percent of the students in developmental courses (N = 3,289) needed assistance in all three areas—Math, English, and Reading. Requiring assistance in all three areas is a particularly serious situation since weaknesses exist across the spectrum of skills required to acquire and process new information.

Overall during fiscal year 2019, Illinois Community College System students earned two-thirds (67.3 percent) of the developmental credits they attempted. This was a slight decrease from fiscal year 2018 when students earned 67.5 percent of the developmental credits attempted. Looking at the five-year period of 2015 to 2019, the percentage of developmental credits earned has remained steady around two-thirds each year (see Table A-20).

FISCAL YEAR 2019 STUDENT NONCREDIT COURSE ENROLLMENT

Student Noncredit Course Enrollment by Community College

Illinois community colleges provide a wide range of noncredit instruction to meet a variety of community needs. Table 3 contains comparative noncredit enrollment data for the last five years. Fiscal year 1994 was the first year in which annual noncredit course enrollment data were collected. Beginning in fiscal year 2002, data are from the Noncredit Course Enrollment database (N1) which includes individual records for each student. Fiscal year 2019 is the twenty-first year that the Illinois Community College System has undertaken data collection through a noncredit course enrollment database (N1).

Table 3
**COMPARISON OF ANNUAL NONCREDIT ENROLLMENTS
IN ILLINOIS PUBLIC COMMUNITY COLLEGES
FISCAL YEARS 2015-2019**

	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Unduplicated Headcount	182,375	178,103	167,958	169,902	164,496
<i>% Change</i>	<i>-5.9%</i>	<i>-2.3%</i>	<i>-5.7%</i>	<i>1.2%</i>	<i>-3.2%</i>
Duplicated Headcount	270,056	268,432	258,865	263,583	258,042
<i>% Change</i>	<i>-6.5%</i>	<i>-0.6%</i>	<i>-3.6%</i>	<i>1.8%</i>	<i>-2.1%</i>
Course Sections	21,028	19,853	19,499	19,222	19,236
<i>% Change</i>	<i>-2.5%</i>	<i>-5.6%</i>	<i>-1.8%</i>	<i>-1.4%</i>	<i>0.1%</i>

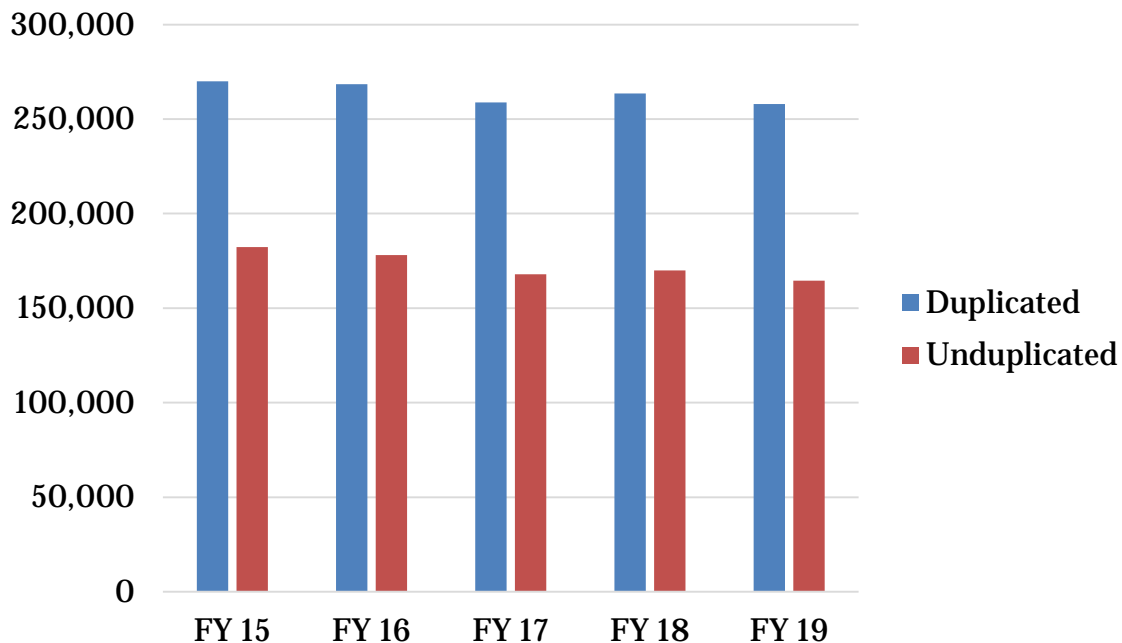
SOURCE OF DATA: ICCB Centralized Data System—Noncredit Course Enrollment (N1)

The number of noncredit course offerings and enrollments at the community colleges often varies from year to year, depending on the needs of the surrounding communities. Comparisons of fiscal years 2015 through fiscal year 2019 noncredit headcount enrollments and course sections conducted for each community college are provided in Appendix Tables B-1, B-2, and B-3. Reasons for the recent declines in noncredit activity and participation vary by locality. Local community college budgets continue to be tight and, generally, noncredit courses are only offered if they break even or are profitable. Additionally, there has been some resurgent resistance to reporting individual participant data. Records are not added to the noncredit database unless the category of activity

information is supplied—business/industry contract; professional/vocational development; personal/social development; and youth programs.

During fiscal year 2019, Illinois community colleges conducted 19,236 noncredit course sections, 0.1 percent more than the previous year. From fiscal years 2015 to fiscal year 2019, the total number of course sections offered through the colleges decreased 8.5 percent. Despite a decrease in course offerings over the past five years, noncredit offerings continue to be an important part of college efforts to meet community and employer needs. Figure 7 illustrates that unduplicated student enrollments decreased from fiscal year 2015 to fiscal year 2019. During fiscal year 2019, the unduplicated noncredit headcount (in which students are counted only once, regardless of the number of noncredit courses in which they enroll) decreased 3.2 percent from the previous year. Over a longer time frame, unduplicated noncredit headcounts have decreased 9.8 percent over the last five fiscal years. The duplicated headcount (also known as “seatcount”) during fiscal year 2019 was 2.1 percent lower than the previous fiscal year and 4.4 percent lower than five years earlier.

Figure 7. Noncredit Course Enrollments, FY 2015-2019



Characteristics of Noncredit Students

Information is available to provide additional detail about the characteristics of the students enrolled in noncredit coursework at community colleges in fiscal year 2019. Still, there tends to be more unknown/unreported information in the noncredit data than in the credit submission. Cited percentages among noncredit enrollments are based on the reported data. Student characteristic information is based on unduplicated counts.

Information pertaining to course offerings is based on duplicated counts, since course attributes change and individuals can and do enroll in multiple courses.

Noncredit Student Gender

Similar to the distribution for credit programs, female students accounted for 54.8 percent of 2019 noncredit enrollments for which gender data were reported. Approximately 16.1 percent of students did not provide gender data. Gender data by category of activity show that most missing gender information was among individuals enrolled in personal and social development courses (see Table B-4).

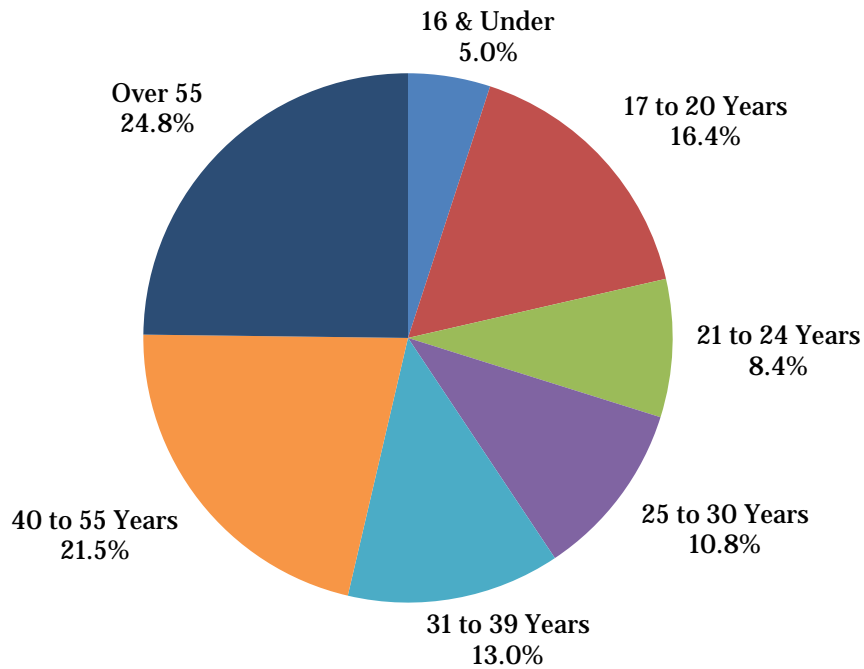
Noncredit Student Ethnic Origin

Racial/ethnic reporting among noncredit students was less complete than among credit students, as more than one-third (35.2 percent) of noncredit records were missing racial/ethnic data. Minority students accounted for one-fourth (25.3 percent) of the individuals enrolled in noncredit programs who supplied racial/ethnic information. In credit programs during the past five years, minorities accounted for an average of 44.2 percent of the student population. Available noncredit data indicated the following racial/ethnic distribution: White (74.7 percent), Latino (11.0 percent), African American (8.2 percent), Asian (3.8 percent), Two or More Races (1.4 percent), Native American (0.3 percent), Nonresident Alien (0.3 percent), and Pacific Islander (0.3 percent) (see Table B-5).

Noncredit Student Age

Based on available data, the average age of students enrolled in noncredit coursework during fiscal year 2019 was 40.3 years, and the median age was 37.4 years. Age information was missing for nearly one-quarter (22.9 percent) of noncredit students during 2019. Noncredit programming served a more mature clientele than credit courses. Available age data are depicted in Figure 8. Nearly one-half (46.3 percent) of noncredit students was 40 years of age or older. Nearly one-fourth (21.5 percent) of noncredit students was ages 40 to 55, and another quarter (23.8 percent) was between 25 and 39 years of age. Nearly one-third (29.8 percent) of noncredit students was under 25 years of age (see Table B-6).

Figure 8. Age Distribution of Noncredit Students, FY 2019



Noncredit Category of Activity (Duplicated)

For state reporting purposes, noncredit coursework is grouped into four broad categories: Business and Industry Contract, Professional/Vocational Development, Personal and Social Development, and Youth Programs. Records were not added to the database unless the category of activity information was supplied. Duplicated noncredit enrollment counts are used in the category of activity information depicted in Figure 9 (also see Table B-11).

Based on a duplicated count, 63.4 percent of the noncredit offerings were in the Personal and Social Development category. Personal and Social Development programming is an important community service provided by the colleges. Typically, these courses are offered as long as demand is sufficient to at least cover the cost of course delivery. They can also serve as a gateway to other credit or workforce-oriented courses offered by the college. More than one-fifth (21.6 percent) of the noncredit coursework was dedicated to developing workplace skills: Professional/Vocational (15.2 percent) and Business and Industry Contractual Training (6.4 percent). These courses meet the needs of area residents who are interested in acquiring specific skills without earning academic credit. Providing customized training is an important economic development activity in which colleges collaborate with local employers to tailor content and instructional delivery to their specific requirements. Illinois community colleges are extensively relied upon to develop and deliver coursework addressing the unique training requirements of area businesses, industries, and governmental organizations. The remaining 15.0 percent helped serve the needs of youth in the community (i.e., academic enrichment activities, athletic skills building, study skills, etc.).

percent) of all graduates. Graduates between 25 and 30 accounted for one-fifth (18.7 percent) of the total, and the 31-39 age group accounted for 13.1 percent.

Nearly four in ten (39.0 percent) students 30 and under completed Transfer degrees, while only 13.1 percent of graduates over the age of 30 completed Transfer programs. Eight out of ten (80.8 percent) graduates over 30 earned Career and Technical Education degrees and certificates. Generally, the proportion of Career and Technical Education graduates increased as student age advanced (see Table C-5).

Intent of Graduates by Degree Category

Self-reported intent data disclose the primary goal a student wants to achieve as a result of studies. The community colleges examine current intent versus student intent at the time of initial enrollment at the college. In these analyses, available **current intent** was examined to reflect the changing needs and desires of the community college student. Seven out of every ten students (72.1 percent) who attained a Transfer degree in fiscal year 2019 indicated that they intended to prepare for transfer to a four-year institution. Fifteen percent of these successful students indicated a desire to either prepare for a job immediately after community college or to improve present job skills—intent that would most often be associated with seeking a Career and Technical Education degree or certificate.

Similarly, 57.5 percent of those students who attained a Career and Technical Education degree or certificate indicated they were preparing for a job immediately after completing community college or improving present job skills. One-fourth (25.4 percent) of the Career and Technical Education graduates indicated that they were preparing for transfer to a four-year institution. Pursuing a Career and Technical Education degree does not preclude a student from transferring to a four-year institution (see Table C-6).

Degree Objective of Graduates by Degree Category

The self-reported degree objective provides an indication of the student's expected outcome from attending the community college. One might anticipate that they would mirror student completion patterns. Four out of five (82.0 percent) students who earned Transfer degrees in fiscal year 2019 indicated that they enrolled with a desire to complete an associate degree. However, one in seven (13.5 percent) indicated that they wanted to complete only one or several courses and were not pursuing a degree.

A review of Career and Technical Education graduates reveals a similar pattern: 85.1 percent of the Career and Technical Education students who earned an Associate in Applied Science degree had listed completing an associate degree as their objective. One-seventh (14.9 percent) of these students planned to only complete one or several courses or a certificate but ended up surpassing their goal by earning an Associate in Applied Science degree (see Table C-7).

CLOSING COMMENTS

Demand for the programs and services delivered by Illinois community colleges remain strong. During fiscal year 2019, the Illinois Community College System provided education and training to 664,973 students in credit and noncredit courses. More than three quarters of these students were in credit courses. The 62,242 degrees and certificates awarded in fiscal year 2019 were the eighth highest number ever reported for Illinois Community College System graduates. This is a decrease of 3.8 percent over last year and a decrease of 13.3 percent from 2015.

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https://nces.ed.gov/programs/digest/d18/tables/dt18_311.40.asp?current=yes

APPENDIX A: CREDIT ENROLLMENT DATA TABLES

APPENDIX B: NONCREDIT ENROLLMENT DATA TABLES

APPENDIX C: COMPLETIONS DATA TABLES
